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ABSTRACT

This paper describes the components of the interdisciplinary, kindergarten through grade twelve communication skills program developed by educators in the Lincoln, Nebraska, public schools. The paper contains (1) a brief discussion of the background of the communication skills program; (2) an overview of its characteristics; (3) statements of the program's content, implementation, and teaching strategies; (4) a depiction of the program model; (5) charts depicting student outcomes in the areas of communication codes, oral message evaluation, basic speech communication skills, and human relations for each grade level, as well as examples of school, occupational, citizenship, and maintenance applications of each outcome; (6) achievement indicators for each grade level; and (7) student assessment record forms. (FL)

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COMMUNICATION COMPETENCE: A K-12 INTERDISCIPLINARY APPROACH

A paper presented at
the annual convention of the
Speech Communication Association
Anaheim, California
November 13, 1981

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COMMUNICATION COMPETENCE: A K-12 Interidsciplinary Approach

Throughout the nation, educators at all levels have been faced with a twofold problem: (1) the public demands to know what goes on in the schools; and, (2) they wish to know how well the schools are preparing the citizens of tomorrow for their future roles. Much of the educational and speech communication profession tends to be reactive rather than proactive. That is, we react to the hue and cry of the public, rather than stand in the vanguard of events, letting the ordinary public person know what students need to know. Fortunately, some people have had both the vision to see what was needed, and the ability to persuasively tell other persons and groups about those needs. The result has been seen in the SCA Task Force work on communication competence, and the individual work of others in the field. Book (1980) stated that "Communication needs permeate our legislation, society, careers, and personal lives, and all that can be done to increase the communication competence of the secondary level students should be done." While not every profession can be said to be in the vanguard of things, speech communication educators can be. The message has been spread. The future looks bright. Friedrich (1981) writes, "...teachers of speech communication ought to look to the decade ahead with optimism." He has two premises for this argument: "... first, there is a growing consensus that oral communication is an important basic skill; second, this consensus will put increasing pressure on the secondary schools of Nebraska (and the rest of the nation) to facilitate the development of oral communication skills of their students,"

The Lincoln Public Schools is one of the educational institutions which decided to act, rather than react. The current school year sees the implementation of the pilot program for TARGET: COMMUNICATION SKILLS. The curriculum guide which is being utilized was especially prepared for the Lincoln Public Schools, but has a basis in the work completed by the National Task Force on Communication Competence, the guidelines published by SCA, and the "real-world of the Classroom" experience of a dedicated group of Lincoln teachers. A complete copy of the Pilot Curriculum Guide may be obtained by writing to INSTRUCTIONAL SERVICES, ENGLISH, LINCOLN PUBLIC SCHOOLS, BOX 82889, LINCOLN, NEBRASKA 68501. (You will probably have to pay the postage!)

The following Lincoln Public Schools Goals are supported by the TARGET: COMMUNICATION SKILLS PROGRAM:

To the degree they are able, all students should:

1. Think logically, objectively and creatively. Acquire, analyze, and evaluate information as the basis for making decisions.
2. Communicate effectively by reading, writing, speaking observing and listening.
7. Find satisfaction in aesthetic expression.
8. Develop habits, attitudes and values helpful to themselves and others.
9. Respect and have confidence in themselves.
10. Establish and maintain positive relationships with others.

The TARGET: COMMUNICATION SKILLS PROGRAM provides students in all classes, (e.g., mathematics and science, as well as English) with opportunity to achieve the (above) district goals, in these ways:

DISTRICT GOAL 1: Communication skills encourage students to develop logic and analysis in a variety of situations, such as objectively presenting ideas and information to others. In order to present that information, students learn to differentiate between facts and opinions. Communication skills also help students gain self-knowledge and the ability to creatively express themselves. Communication skills promote active participation in the teaching-

learning process. Students' thinking and decision-making abilities are enhanced when they are encouraged to acquire, analyze, and evaluate information which they have in order to present facts, information and feelings in small groups, on a one-to-one basis, or to an entire class.

DISTRICT GOAL 2: A communication skills program encourages students to read about, observe, and listen to others and the world around them. When speaking is involved, students learn that reading, observing, and listening help them gain information to share with others. In addition, they learn that reading aloud and speaking need to be accomplished effectively. The communication skills program is the basis for learning to be effective when reading aloud, observing, listening, speaking and writing, for carry-over from speaking to writing is great.

DISTRICT GOAL 7: Communication skills programs enhance the study of literature, drama, art, dance, and other forms of aesthetic expression. Oral reading, readers theatre, role-playing and creative dramatics are all a part of the communication skills program, all of which support both the literature program goals and the communication skills goals, and which support aesthetic expression in other mediums as well.

DISTRICT GOAL 8: Many of the activities and techniques in the communication skills program help students develop reading habits, research skills, open attitudes towards others who are "different" from them (e.g., in cultures, backgrounds, values, practices, religions). Communication skills provide the tools of critical thinking, analysis, role-playing, and re-creating persons and events for discussion purposes, for helping students to distinguish among a variety of values.

DISTRICT GOAL 9: The study of communication enables students to gain knowledge about themselves and others. As students gain information about themselves, they gain self-confidence. Gaining self-confidence helps students learn self-respect, and enables them to gain the respect and confidence of others as well.

DISTRICT GOAL 10: One of the major parts of the communication skills program is learning how to gain and build relationships with others, and then learn to maintain those relationships. Students learn how to get along with others, how to ask questions, when to ask questions, how to take turns in the communication situation, and how to solve conflicts and problems in group situations.

As can be seen, above, the communication skills program supports six of the ten district goals of the Lincoln Public Schools. In addition, the program supports nine of 15 graduation requirements (listed under English because English Ten is the last required English course for any student enrolled in the district and the course therefore becomes the vehicle for meeting graduation requirements). The graduation requirement learnings are as follows:

6. Use words and pronunciation appropriate for situation.
7. Identify main ideas in messages.
8. Express ideas and give directions, clearly, concisely, and accurately.
9. Ask and answer questions accurately and effectively to give and get information.

11. Communicate to convince others.
12. Communicate to give form to experience.
13. Organize messages so others can understand them.
14. Recognize when another does not understand one's message.
15. Express feelings to others appropriately.

In addition, the TARGET: COMMUNICATION SKILLS PROGRAM provides the following rationale: "provides opportunities for all students, pre-kindergarten through twelfth grades, to gain the ability to give, receive, or interchange information, thoughts and feelings."

The characteristics of the program were developed at the outset of the development of the communication skills program and will be used as a planning guide throughout the piloting of the program as well as an evaluation at the close of the pilot, just prior to implementation (Fall, 1982).

PROGRAM CHARACTERISTICS: OVERVIEW

1. The program is speaking, listening, observing and non-verbal communication in all subject areas.

2. Inservice is provided for teachers of all subject areas. The responsibility for teaching communication skills is interdisciplinary.

3. Analysis of the appropriateness and effectiveness of communication for specific audiences, purposes, and situations is one intent of the program.

4. The program is concerned with making people aware of their communication effectiveness.

CONTENT: INTERDISCIPLINARY

1. The sequence of the program utilizes language development research as applied to the classroom and provides for kindergarten through senior high students. It includes behaviorally stated learnings which can be taught in all subjects at each grade level: elementary creative dramatics, secondary media, communication; English, speech and drama classes.

2. The program provides instruction for:

   a. Use and analysis of various media messages.
   b. The exploration of cultural influences which inhibit and enhance speaking, listening, and observing behaviors.
   c. Critical thinking skills as they affect the internal composition of the externalized message, either verbal or non-verbal.
   d. Audience etiquette skills.

3. Alternative learnings, resources, examples and sample activities are part of the curriculum guide for adjusted curriculum as well as regular curriculum students.

4. The curriculum guide is divided into sections for K-3, 4-6, IGE, 7-9, and 10-12 which build upon one another. A grid showing the scope is provided for each of those sections.

5. The composition, reading and communication skills programs will complement one another. The holistic approach implies that communication skills are correlated with thinking skills and cognitive development levels.

6. Teacher assessment of student ability at all levels is supported by subjective and objective, holistic and analytic resources in the curriculum guide. The resources are based on psycho-linguistic research, teaching experience, and intuition.

7. Learnings may be assessed:

   a. Using a checklist format.
   b. With a formal assessment instrument such as evaluation forms, charts, or scales.
   c. With paper and pencil tests or activities.
   d. With task or situation activities.

8. The guide provides a broad, general structure for communication skills instruction, with enough specificity to accommodate the various teaching/learning styles of students and teachers.

9. Existing curriculum guides are utilized to provide goals for communication skills learnings.

10. The curriculum guide provides a scope and sequence chart which is a brief, simple program overview. The relationship of the program to district goals and graduation requirements is identified.

11. The curriculum guide is edited for "plain talk."

12. The program encourages increased opportunities for student communication and student-centered talk, and less time for teacher-centered talk and discussion directed toward a specific "answer." It supports open questioning by students.

13. A recording system passes student information from teacher to teacher.

IMPLEMENTATION

1. The pilot and implementation plans provide feedback from teachers about the guide after it has been used.

2. Implementation inservice is arranged to meet a variety of teacher learning styles, and involves consultants in areas other than the English language arts, as well as in that subject. It is tailored to the interests and needs of teachers in each teaching level.

3. The in-service shows teachers how they will benefit from TARGET: COMMUNICATION SKILLS as well as how they can facilitate student learning.

4. Implementation in-service will include experience with questioning skills, so teachers are aware of how to ask questions effectively and to allow time for students to think and respond.

5. A consistent effort is made to in-service teachers new to the district.

6. Oral language or communication goals are promoted within the community so patron awareness of their importance supports classroom instruction.

7. The inservice is shared with university departments of education and communication for their information and response.

METHODS

1. The curriculum guide provides support for creating learning environments which facilitate communication.

2. The process of communication is explored through various instructional methods and activities. The process is the important ingredient of the guide. The skills can only be measured by the process; activities are important only as they relate to the process.

3. An experiential base for application of the learnings is important. Students learn by doing.

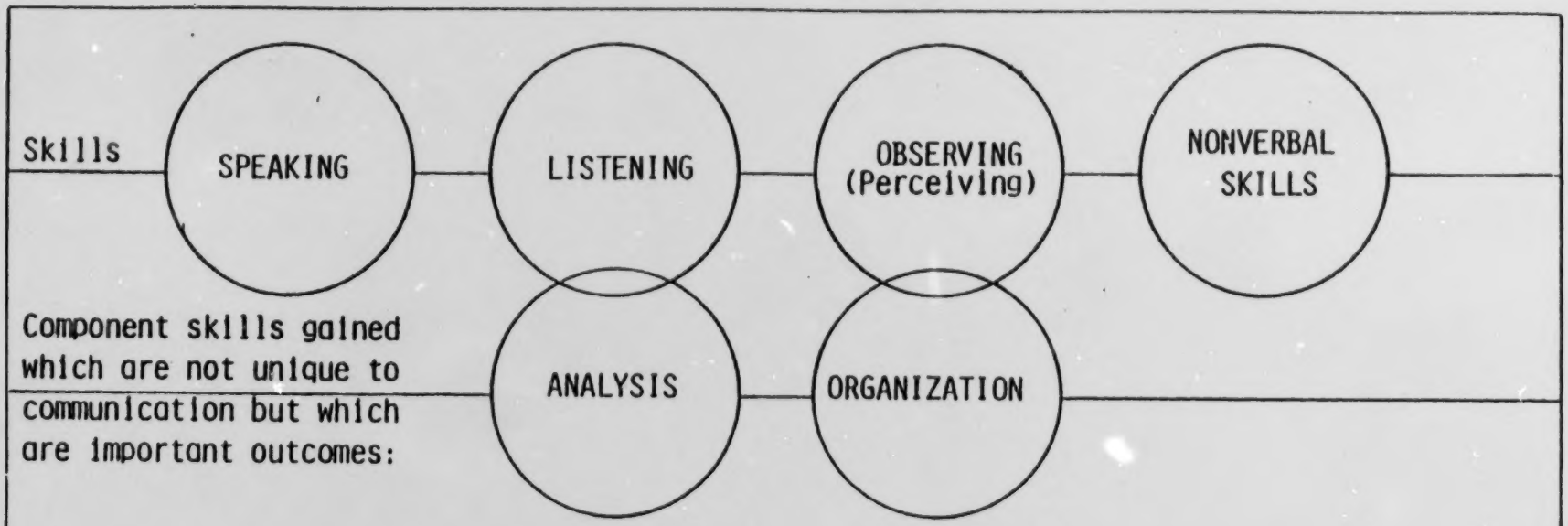
4. Modeling, thinking and integrating are essential components of teaching and learning in and about communication.

5. The program utilizes resources of the community and prepares students to be responsible citizens of the community.

6. Assessment and instructional materials for students meet students' learning styles: holistic/atomistic, concrete/abstract, subjective/objective, group/individual.

7. Teachers determine how they deliver the material in their own classrooms, using various instructional models: the quiet classroom with the teacher as center will not always facilitate maximum student learning, particularly communication skills development.

Program Model, TARGET:COMMUNICATION SKILLS
K-12, Lincoln Public Schools



Possible types of activities or experiences	Media: Response, Analysis, Evaluation, Listening	Public Speaking: Debate, One-to-Many Speaking, Listening, Basic Speech, Oral Message Evaluation	Oral Interpretation: Reading Aloud, Storytelling, Creative Dramatics, Role-Playing, Listening, Oral Message Evaluation	Group Discussion and Problem-Solving: Leadership, Group Roles, Agenda Setting, Conflict Resolution, Role-Playing, Listening, Oral Message Evaluation	Interpersonal Communication: Human Relations, Building and Maintaining Relationships, Conflict Resolution, Protecting One's Rights, Personal Expression, Listening, Oral Message Evaluation

Student Outcomes*

TARGET:COMMUNICATION SKILLS

From kindergarten through twelfth grade, the program provides opportunity for students to achieve the following outcomes.

Focus-Teaching Years						Application Examples Page
Primary	3-4 (IGE)	Intermediate	Junior High	Senior High		
					Explanations and some examples of school, occupational, citizenship and maintenance applications of each outcome are provided on the gold pages that follow.	
					I. Communication Codes.	
F	F	F	F	F	A. Listen effectively to spoken English.	14
F	F	F	F	F	B. Use words, pronunciation and grammar appropriate for situation.	15
F	F	F	F	F	C. Use nonverbal signs appropriate for situation.	16
F	F	F	F	F	D. Use voice effectively.	17
					II. Oral Message Evaluation.	
F	F	F	F	F	A. Identify main ideas in messages.	18
			F	F	B. Distinguish facts from opinions.	19
			F	F	C. Distinguish between informative and persuasive messages.	20
			F	F	D. Recognize when another does not understand one's message.	21
					III. Basic Speech Communication Skills.	
F	F	F	F	F	A. Express ideas clearly and concisely.	22
	F	F	F	F	B. Express and defend with evidence a point of view.	23
F	F	F	F	F	C. Organize messages so that others can understand them.	24
F	F	F	F	F	D. Ask questions to obtain information.	25
F	F	F	F	F	E. Answer questions effectively.	26
F	F	F	F	F	F. Give concise and accurate directions.	27
F	F	F	F	F	G. Summarize messages.	28
					IV. Human Relations.	
			F	F	A. Describe another's viewpont.	29
			F	F	B. Describe differences in opinion.	30
F	F	F	F	F	C. Express feelings to others.	31
F	F	F	F	F	D. Perform social rituals.	32

*Source: Speech Communication Association National Project on Speech Communication Competencies, 1970-76.

LINCOLN PUBLIC SCHOOLS

TARGET: COMMUNICATION SKILLS APPLICATIONS*

I. Communication Codes This set of skills deals with minimal abilities in speaking and understanding spoken English, and using nonverbal signs (e.g., gestures and facial expressions).

A. LISTEN EFFECTIVELY TO SPOKEN ENGLISH

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Understand instructions given by a teacher.	1. Understand directions given by job supervisor.	1. Understand directions given on TV or radio on procedures necessary to vote.	1. Understand weather bulletins broadcast on radio or TV.
2. Understand directions and suggestions of other students.	2. Understand complaints and needs of customers.	2. Understand directions to a jury from a judge.	2. Understand a doctor's directions to taking prescribed medication.
3. Understand directions given over the public address system.	3. Understand suggestions and questions of fellow workers.	3. Understand directions given by police officers.	3. Understand a plumber's suggestions for preventive household maintenance.
4. Understand the directions of lunchroom, hall or playground monitors.			
5. Understand explanations.			
6. Understand concepts.			

* This is not a complete list. Only a few examples are provided to illustrate each outcome.

B. USE WORDS, PRONUNCIATION AND GRAMMAR APPROPRIATE FOR SITUATION Note: "Appropriate" is both a subjective and an objective standard. There are many ways in which students can and do express themselves and respond to others which are appropriate. Teacher discretion is urged. Students need to be sensitive to the demands of individual situations in order to respond in an appropriate way.

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Use appropriate language when responding to and asking questions in class. 2. Use appropriate words, pronunciation and grammar when asking or answering questions in the classroom, and when talking with others throughout the school. 3. Use appropriate words that teachers and other students will know and recognize (which is not so, for example, if a student has an extensive vocabulary which no one understands).	1. Use appropriate language during employment interviews. 2. Use words, pronounciation, and grammar which do not alienate co-workers. 3. Use words understood by co-workers.	1. Use language understood by members of diverse groups at civic meetings. 2. Use inoffensive words when expressing political views. 3. Use language understood by public officials.	1. Describe an ailment so that a doctor can understand the symptoms. 2. Use language understood by a police officer when making a complaint. 3. Use language understood by a banker when making a loan application.
14			15

C. USE NONVERBAL SIGNS APPROPRIATE FOR SITUATION

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Use appropriate gestures and eye contact when talking. 2. Use appropriate facial expressions and tone of voice when talking. 3. Use movement and gestures which will help others to perform a task or find a location or an object. 4. Understand others' perceptions of nonverbal communication (i.e., know how others see us). 5. Understand the consequences or social penalties of violating nonverbal codes (e.g., when a student sticks out his/her tongue at the teacher, there are social penalties.)	1. Use appropriate gestures and eye contact during employment interviews. 2. Use appropriate facial expressions and tone of voice when conversing with a supervisor. 3. Use gestures which aid a co-worker in learning to perform a production task.	1. Use appropriate facial expressions and posture when expressing a point of view at civic meetings. 2. Use appropriate nonverbal signs when campaigning for a political candidate. 3. Use appropriate nonverbal signs when engaging in informal discussions of political views with friends.	1. Use gestures which enhance a child's understanding of how to perform a household task 2. Use gestures which enhance a friend's understanding of how to play a game. 3. Use nonverbal signs to indicate sympathy to a friend.

D. USE VOICE EFFECTIVELY

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Speak loudly enough so that others can hear when asking or answering a question or responding in class. 2. Speak with appropriate* rate and clarity when responding in the classroom. 3. Use sufficient volume, appropriate* rate and speak clearly when making a presentation to the class or to a small group in the classroom.	1. Use sufficient volume when making a presentation to a large group in an on-the-job setting. 2. Use appropriate* volume when conversing with a customer via telephone. 3. Speak with appropriate* rate, volume and clarity when conversing with your supervisor.	1. Speak clearly and loudly enough to be heard in public debate or discussion. 2. Speak with appropriate* rate, volume and clarity when expressing your views to an elected official 3. Speak clearly and loudly enough to be heard and understood when giving testimony in court.	1. Speak with appropriate* rate, volume and clarity in social conversations. 2. Speak with appropriate* rate, volume and clarity when reporting a fire or accident. 3. Speak with appropriate* rate, volume and clarity when soliciting funds for a charity.

*"appropriate" is a subjective standard--there are many ways in which students can (and do) express themselves in an appropriate manner.

II. Oral Message Evaluation This set of skills involves the use of standards of appraisal to make judgements about oral messages or their effects.

A. IDENTIFY MAIN IDEAS IN MESSAGES

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Identify the task to be performed when teacher gives an assignment orally.	1. Identify the task to be performed when given instructions orally.	1. Select main ideas when listening to political speeches.	1. Obtain main ideas in messages concerning health related news.
2. Identify and select main ideas when taking notes in class.	2. Recognize performance standards for work assigned orally.	2. Identify key points in broadcast interviews with political candidates.	2. Identify main ideas in broadcast messages about tax return preparation.
3. Recognize differing kinds of messages given in the classroom: instructions, questions, requests, commands, praise, etc.	3. Recognize commitments, promises, threats, and commands.	3. Identify critical issues in trial testimony.	3. Identify main ideas in a contract agreement.
4. Recognize performance standards for class assignments which are orally presented.			

B. DISTINGUISH FACTS FROM OPINIONS

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Distinguish between facts and opinions in teacher's discussion, students' talk and one's own talk. 2. Obtain factual information about assignments. 3. Distinguish between facts and opinions in media presentations in the classroom (films, records, tapes, and sound filmstrips. 4. Distinguish between fact (evidence) and opinion in research reports and classroom presentations.	1. Obtain factual information about job opportunities. 2. Distinguish between facts and opinions in customer complaints. 3. Distinguish between facts and opinions in labor-management disputes.	1. Distinguish between facts and opinions in political speeches. 2. Distinguish between evidence and opinion in testimony. 3. Distinguish between fact and opinion in newscasts.	1. Distinguish facts from opinions in advertisements. 2. Distinguish facts from opinions with respect to effective illness treatment. 3. Distinguish facts from opinions regarding nutrition. 4. Differentiate between newspaper editorials and articles on the basis of whether they deal with fact or opinion.

C. DISTINGUISH BETWEEN INFORMATIVE AND PERSUASIVE MESSAGES

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Distinguish between informative and persuasive messages in other students' classroom talk, teacher talk, and one's own personal responses and talk. 2. Distinguish between informative and persuasive messages on the public address system. 3. Distinguish between informative and persuasive messages in school assembly programs.	1. Distinguish between informative and persuasive messages in a job interview. 2. Distinguish between informative and persuasive messages from a union organizer. 3. Distinguish between informative and persuasive messages of management.	1. Identify when being subjected to propaganda. 2. Distinguish between informative and persuasive messages of politicians. 3. Distinguish between informative and persuasive messages of trial attorneys.	1. Identify when being subjected to a sales presentation. 2. Distinguish between informative and persuasive messages about purchasing on credit.

D. RECOGNIZE* WHEN ANOTHER DOES NOT UNDERSTAND ONE'S MESSAGE

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Recognize when other students and the teacher do not understand what you mean. 2. Recognize when others do not understand your explanation of a problem or an idea. 3. Recognize when others do not understand your directions for completing a project or finding an object.	1. Recognize lack of understanding in other employees. 2. Recognize when a job interviewer doesn't understand your explanation of your work experience. 3. Recognize when a customer doesn't understand your directions for product use.	1. Recognize when another doesn't understand your position on a public issue. 2. Recognize when a public official doesn't understand your request. 3. Recognize when a judge does not understand your testimony.	1. Recognize when another family member doesn't understand your instructions. 2. Recognize when a doctor doesn't understand your description of your illness. 3. Recognize when a salesperson doesn't understand your request.

*"Recognize" means "be aware of."

III. Basic Speech Communication Skills This set of skills deals with the process of selecting message elements and arranging them to produce spoken messages.

A. EXPRESS IDEAS CLEARLY AND CONCISELY

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Make a clear and concise report to a small group, or to the whole class. 2. Clearly and concisely state main ideas of a book or story. 3. Explain an assignment or class discussion to someone who was absent from class.	1. Make a report to your job supervisor. 2. Explain job requirements to a new employee. 3. State clearly relevant information about your work experience when applying for a job.	1. Describe a desired course of political action. 2. Describe an accident or crime to a police officer. 3. Explain citizens' rights to another.	1. Explain appliance malfunction to a repair person. 2. Explain an unfamilar task to a child or other family member. 3. Explain your values to your child or a friend.

B. EXPRESS AND DEFEND WITH EVIDENCE A POINT OF VIEW

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Express and defend your view of a book, poem, or story, to the class. 2. Express and defend your reasons for a late assignment. 3. Express and defend your reasons for requesting another assignment, book to read, project to complete, or activity in which to be involved. 4. Express and defend your reasons for a confrontation with another student on the playground or in the lunchroom.	1. Express and defend your view in a union meeting. 2. Express and defend your suggestions for changes in job conditions. 3. Express and defend your reasons for job absence to your supervisor.	1. Express and defend your view in a political discussion. 2. Express and defend your innocence in court. 3. Express and defend your position in a city council meeting.	1. Express and defend your refusal to accept products or services you didn't order. 2. Express and defend your faith or religion. 3. Express and defend your feelings in a family discussion.

C. ORGANIZE MESSAGES SO THAT OTHERS CAN UNDERSTAND THEM

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Use a chronological order to explain when things are done in a research assignment or in making a project. 2. Use topical order when explaining what happens (happened), as in a history lesson. 3. Use a problem-solution order when explaining what is wrong and how the problem can be solved.	1. Use a chronological order to explain a complex business procedure to a co-worker. 2. Use a topical order when explaining production problems to a supervisor. 3. Use a problem-cause-solution order when making a suggestion to a supervisor.	1. Use a topical order to explain your political views. 2. Use a cause-effect order when giving an accident report. 3. Use a chronological order to explain a complaint to an elected official.	1. Use a problem-cause-solution order to explain your financial position when applying for a loan. 2. Explain to your child how to prevent accidents using a cause-effect order. 3. Use a chronological order to explain to a mechanic the development of an automobile malfunction.

D. ASK QUESTIONS TO OBTAIN INFORMATION

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Obtain information about class assignments, grading or performance standards. 2. Obtain suggestions about how to improve grades or performances	1. Obtain information about correct job performance procedures. 2. Obtain information about job benefits. 3. Obtain suggestions about how to improve job performance.	1. Obtain information from public officials about laws and regulations. 2. Obtain information about another's evidence on a political issue. 3. Obtain information about a political candidate's views.	1. Obtain information about interest rates for purchases bought on credit. 2. Obtain information about your credit rating. 3. Obtain information about product safety.
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E. ANSWER QUESTIONS EFFECTIVELY

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Answer your teacher's questions about the assignments. 2. Answer other students' questions. 3. Answer a hall, lunchroom or playground monitor's questions. 4. Answer questions about personal beliefs or ideas, or explanations.	1. Answer a potential employer's questions about your qualifications. 2. Answer customer questions. 3. Answer a supervisor's questions about your job performance.	1. Answer questions about your position on public issues. 2. Answer questions of a census taker. 3. Answer questions as a witness.	1. Answer a doctor's questions about your illness. 2. Answer a tax auditor's questions. 3. Answer a child's questions so that the child understands.

F. GIVE CONCISE AND ACCURATE DIRECTIONS

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Direct other students in performing classroom tasks. 2. Instruct another student about how to use something in the classroom. 3. Direct others to specific locations in the city. 4. Explain with other, new words (paraphrasing), when someone does not understand you.	1. Direct coworkers or subordinates in performing unfamiliar jobs. 2. Instruct customers about product use. 3. Instruct an employee about improving job performance.	1. Give directions to another about the procedures necessary to vote. 2. Give directions to another about the procedures necessary to file a tax return. 3. Give directions to another about the procedures necessary to appear before the city council.	1. Teach your child how to play a game. 2. Instruct repairpersons on how you want some repair made. 3. Teach your child what to do in case of fire.

G. SUMMARIZE MESSAGES

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Summarize oral instructions given by the teacher. 2. Give a summary of the small group's discussion to the teacher and remainder of the class. 3. Summarize your reasons for liking or disliking a book read for class (chapter, story, poem, etc.)	1. Summarize oral instructions given by your job supervisor. 2. Give a summary of customer suggestions to your job supervisor. 3. Summarize your qualifications in a job interview.	1. Summarize the position of a political candidate on a campaign issue. 2. Summarize the arguments for and against a controversial issue. 3. Summarize for another the laws/regulations pertaining to some action.	1. Summarize a public service message on auto safety. 2. Summarize for family members a telephone conversation. 3. Summarize for family members the family financial position.

IV. Human Relations This set of skills is used for building and maintaining personal relationships and for resolving conflict.

A. DESCRIBE ANOTHER'S VIEWPOINT

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Describe the view of a character in a book, story or poem. 2. Describe the viewpoint of a friend or a teacher with whom you disagree about the meaning of a book, poem, story, chapter, incident, etc. 3. Describe the viewpoint of the hall, lunchroom or playground monitor about people following the rules.	1. Describe the viewpoint of a supervisor who disagrees with your evaluation of your job performance. 2. Describe the viewpoint of a coworker who disagrees with your recommendations. 3. Describe the viewpoint of union officials in a contract dispute.	1. Describe the viewpoint of a friend with whom you disagree about public issues. 2. Describe the viewpoint of a legislator who proposes a law you oppose. 3. Describe the viewpoint of a jury member with whom you disagree.	1. Describe the viewpoint of a retail store manager to whom you return merchandise. 2. Describe the viewpoint of your spouse when you disagree on a major decision. 3. Describe the viewpoint of your neighbor who complains about your children's behavior.

B. DESCRIBE DIFFERENCES IN OPINION

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Describe differences in opinion whether with your teacher or other students in the class, about classroom-related topics. 2. Describe differences in opinion about grades or performance standards. 3. Describe differences in opinion about how the group should function when you and other group members do not agree on procedure.	1. Describe differences in opinion with co-workers about work related issues. 2. Describe differences in opinion with your supervisor about the steps necessary to accomplish a goal. 3. Describe differences in opinion with customers about product performance.	1. Describe differences in opinion with a legislator about proposed legislation. 2. Describe differences in opinion with other jurors. 3. Describe differences in opinion in a zoning hearing.	1. Describe differences in opinion with spouse about child rearing practices. 2. Describe differences in opinion with your doctor regarding health care. 3. Describe differences in opinion with spouse about the responsibility for household chores.

C. EXPRESS FEELINGS TO OTHERS

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Express appropriately your personal reactions to changes in the classroom (warmth or cold, lighting, seating arrangement, being seated next to someone with whom you disagree, teacher's moving you when someone else started something, etc....).	1. Express personal reactions to changes in job conditions to your supervisor.	1. Express feelings of anger to your city councilperson.	1. Express dissatisfaction to a store clerk.
2. Express appropriately your satisfaction with yourself on work you did well.	2. Express satisfaction to a coworker about his/her work.	2. Express your positive reactions to an elected official's work.	2. Express feelings of approval to your child for his/her school achievement.
3. Express appropriately your satisfaction with something the others in the class did well.	3. Express feelings of dissatisfaction with coworkers regarding the quality of work interactions.	3. Express feelings of disapproval regarding a legislator's position.	3. Express feelings of sympathy to a friend whose parent has died.
4. Express appropriately your satisfaction with something the teacher did that you liked.			
5. Express feelings of dissatisfaction with the behavior of other students regarding group work.			
6. Express feelings of disapproval regarding another's behavior.			

D. PERFORM SOCIAL RITUALS

LINCOLN PUBLIC SCHOOLS	OCCUPATIONAL	CITIZENSHIP	MAINTENANCE
1. Introduce yourself at the beginning of the semester in a new class. 2. Greet visitors to your room. 3. Conclude a conversation with the teacher. 4. Request an appointment to talk with the teacher after school (after class). 5. Use "please" and "thank you."	1. Introduce yourself at the beginning of a job interview. 2. Greet customers. 3. Conclude a conversation with your employer.	1. Introduce a motion at a public meeting. 2. Request an appointment with an elected official. 3. Introduce a speaker at a political rally.	1. Make small talk in casual social settings. 2. Introduce strangers to one another. 3. Introduce yourself.

ACHIEVEMENT INDICATORS

I. Communication Codes (Speaking and Understanding Spoken English).

A. Listen effectively to spoken English.

1. Student follows directions with at least 75% accuracy.
2. Student does not continually request the same information.
3. Student carries out tasks with a high degree of proficiency.

B. Use words, pronunciation, and grammar appropriate for situation.

1. Student's language use is appropriate to the audience and situation.
2. Student uses pronunciation appropriate to the audience and situation.
3. Student uses grammar in an acceptable manner, according to the situation.
4. Student uses vocabulary which teachers and peers can readily understand.
5. Student uses language in an inoffensive manner which does not alienate teachers or peers.

C. Use nonverbal signs appropriate for the situation.

1. Student expresses feelings nonverbally.
2. Student expresses thoughts and feelings both verbally and nonverbally; both messages are consistent with each other.
3. Student uses appropriate eye contact when talking with the teacher or other students.
4. Student has facial expressions which enhance the verbal message when presenting a speech, report, or reading.

D. Use voice effectively.

1. Student realizes and uses his/her voice in a manner which is acceptable to the situation (i.e., does not "scream" answers or questions in the classroom).
2. Student uses adaquate volume to be heard when asking a question or making a presentation.
3. Student uses variety in speaking (does not use same pitch, volume, or rate for every verbal response).

II. Oral Message Evaluation (using standards of appraisal to make judgments about messages or their effects).

A. Identify main ideas in messages.

1. Student identifies the task to be performed when given oral instructions.
2. Student can restate the main idea in oral messages, instructions, or questions.

(B. and C. are not focus taught at K-3).

D. Recognize when another does not understand one's message.

1. Student recognizes when another does not understand a message and makes adjustments in the message (i.e., clarifies, refines, restates, adapts, changes, gives examples, makes analogies, summarizes).

2. Student assesses nonverbal feedback or messages of listeners and adjusts accordingly (speaks louder, restates, clarifies, etc.).
3. Student recognizes when someone is troubled by word choices or ideas stated in one's messages.
4. Student recognizes when someone does not understand a request.
5. Student recognizes when someone is unable to follow directions she/he has given.

III. Basic Speech Communication Skills (Selecting and Arranging Message Elements).

A. Express ideas clearly and concisely.

1. Student will carefully and completely explain information and observations.
2. Student will fully and completely describe behaviors and events.
3. Student will express feelings so that others know how she/he feels.

(B. is not focus taught at K-3).

C. Organize (order) messages so that others can understand them.

1. Students will describe the order in which something happened.
2. Students will tell the sequence of events of a story told/read in class.
3. Students will explain how to get somewhere (home, the corner church, etc.) from the school, in sequential order.

D. Ask questions to obtain information.

1. Student asks questions which require more than a simple "yes" or "no" answer.
2. Student asks questions which help gain further information.
3. Student asks questions which help him/her improve school work.

E. Answer questions effectively.

1. Student answers questions which require explanation.
2. Student answers questions which require description with adequate information about behaviors or events seen/observed.

F. Give concise and accurate directions.

1. Student gives directions to his/her home, from school.
2. Student explains to others how a game is played.
3. Student gives directions for making something (e.g., popcorn).

G. Summarize messages.

1. Student tells others the main idea of a story.
2. Student repeats, in his/her own words, instructions or directions given in class.

IV. Human Relations (Building and Maintaining Personal Relationships and Resolving Conflict).

(A. and B. are not focus taught at K-3).

C. Express feelings to others.

1. Student expresses such feelings as anger, satisfaction, dissatisfaction, joy, approval, disapproval, and personal reactions in a manner appropriate to the person(s) and situation.
2. Student tells others how/why she/he feels as she/he does.
3. Student tells others how and why she/he responds to ideas/events.

D. Perform social rituals.

1. Student introduces him/herself to others.
2. Student says "please" and "thank you" at the appropriate times.
3. Student makes small talk in casual social settings.

TARGET: COMMUNICATION SKILLS STUDENT ASSESSMENT RECORD

Focus-Taught Skills, 3-4 IGE

Check One:
Pre-Assessment ☐
Post-Assessment ☐
Ongoing Assessment ☐

School

Teacher

Date

Student Name

	I. Communication Codes					II. Oral Message Evaluation	III. Basic Speech Communication Skills				IV. Human Relations	
	A. Listen effectively to spoken English.	B. Use words, pronunciation, and grammar appropriate for situation.	C. Use nonverbal signs appropriate for situation.	D. Use voice effectively.	A. Identify main ideas in messages.	A. Express ideas clearly and concisely.	B. Express and defend with evidence a point of view.	C. Organize messages so that others can understand them.	D. Ask questions to obtain information.	E. Answer questions effectively.	F. Give concise and accurate directions.	G. Summarize messages.	C. Express feeling to others.	D. Perform social rituals.
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Key:

ONGOING ASSESSMENT
Very Good: ×
Satisfactory: /
Needs Improvement: (no mark)

PRE- and POST-ASSESSMENT
Very Good: ×
Satisfactory: ✓
Needs Improvement: —

ACHIEVEMENT INDICATORS

I. Communication Codes (Speaking and Understanding Spoken English).

A. Listen effectively to spoken English.

1. Student follows directions with at least 75% accuracy.
2. Student does not continually request the same information.
3. Student carries out tasks with a high degree of proficiency.

B. Use words, pronunciation, and grammar appropriate for situation.

1. Student's language use is appropriate to the audience and situation.
2. Student uses pronunciation appropriate to the audience and situation.
3. Student uses grammar in an acceptable manner, according to the situation.
4. Student uses vocabulary which teachers and peers can readily understand.
5. Student uses language in an inoffensive manner which does not alienate teachers or peers.

C. Use nonverbal signs appropriate for the situation.

1. Student expresses feelings nonverbally.
2. Student expresses thoughts and feelings both verbally and nonverbally and both messages are consistent with each other.
3. Student uses appropriate eye contact when talking with the teacher or other students.
4. Student has expressions which enhance the verbal message when presenting a speech, report, or reading.

D. Use voice effectively.

1. Student realizes and uses his/her voice in a manner which is acceptable to the situation (i.e., does not "scream" answers or questions in the classroom).
2. Student uses adequate volume to be heard when asking a question or making a presentation.
3. Student uses variety in speaking (does not use same pitch, volume or rate for every verbal response).

II. Oral Message Evaluation (using standards of appraisal to make judgments about messages or their effects).

A. Identify the main ideas in messages.

1. Student identifies the task to be performed when given oral instructions.
2. Student identifies main ideas when taking lecture notes or listening to a broadcast.
3. Student identifies critical issues in factual and in opinionated messages.
4. Student identifies key points of messages.

(B. and C. are not focus taught at 4-6.)

D. Recognize when another does not understand one's message.

1. Student recognizes when another does not understand a message and makes adjustments in the message (i.e., clarifies, refines, restates, adapts, changes, gives examples, makes analogies, summarizes).
2. Student assesses nonverbal feedback or messages of listeners and adjusts accordingly (speaks louder, restates, clarifies, etc.).
3. Student recognizes when someone is troubled by word choices or ideas stated in one's messages.
4. Student recognizes when someone does not understand a request.
5. Student recognizes when someone is unable to follow directions she/he has given.

III. Basic Speech Communication Skills (Selecting and Arranging Message Elements).

A. Express ideas clearly and concisely.

1. Student carefully, completely explains information and observations.
2. Student describes others' behaviors.
3. Student fully describes events.
4. Student expresses his/her response to a story.

B. Express and defend with evidence a point of view.

1. Student uses examples from the story to explain why she/he views the story as she/he does.
2. Student explains, with adequate reasons, why she/he should not be penalized for a late assignment.
3. Student explains, with adequate examples, why a character in a story was right/wrong in the actions taken.

C. Organize (order) messages so that others can understand them.

1. Student describes the order of events in a story.
2. Student accurately describes the order of events in a film viewed in class.
e. Student accurately explains the sequence of events in a television show recommended for out-of-class viewing.

D. Ask questions to obtain information.

1. Student asks questions which require explanations.
2. Student asks questions which help to gain further information or development of an idea.
3. Student asks questions which help him/her obtain suggestions for improvement of class work/grades.

E. Answer questions effectively.

1. Student answers questions which require explanation with adequate development and information.
2. Student answers questions which require description with adequate information about the behaviors and events observed.

F. Give concise and accurate directions.

1. Student explains a class procedure to a new student.
2. Student provides directions from the school to a major nearby street.
3. Student accurately explains previous assignments to a classmate who has been absent.

G. Summarize messages.

1. Student summarizes instructions, suggestions, qualifications, directions, and/or procedures.
2. Student accurately summarizes the previous day's film/story.

IV. Human Relations (Building and Maintaining Relationships and Resolving Conflict).

(A. and B. are not focus taught at 4-6).

C. Express feelings to others.

1. Student explains why she/he is satisfied with the work done on a class project by him/herself and other class members.
2. Student explains to the teacher why she/he does not wish to sit with/work with another person.
3. Student explains why she/he does/does not like the lighting in the room.
4. Student explains how and why she/he feels as she/he does about a television program.

D. Perform social rituals.

1. Student introduces self at the beginning of the semester.
2. Student introduces a visitor (whom she/he knows) to the teacher and class.
3. Student initiates and concludes conversations with others.

TARGET: COMMUNICATION SKILLS STUDENT ASSESSMENT RECORD

Check One:
Pre-Assessment ☐
Post-Assessment ☐
Ongoing Assessment ☐

Focus-Taught Skills, Intermediate

School

Teacher

Date

Student Name

	I. Communication Codes A. Listen effectively to spoken English.	B. Use words, pronunciation, and grammar appropriate for situation.	C. Use nonverbal signs appropriate for situation.	D. Use voice effectively.	II. Oral Message Evaluation A. Identify main ideas in messages.	III. Basic Speech Communication Skills A. Express ideas clearly and concisely.	B. Express and defend with evidence a point of view.	C. Organize messages so that others can understand them.	D. Ask questions to obtain information.	E. Answer questions effectively.	F. Give concise and accurate directions.	G. Summarize messages.	IV. Human Relations C. Express feeling to others.	D. Perform social rituals.
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Key:

ONGOING ASSESSMENT
Very Good: ✕
Satisfactory: /
Needs Improvement: (no mark)

PRE- AND POST-ASSESSMENT
Very Good: ✕
Satisfactory: ✓
Needs Improvement: —

ACHIEVEMENT INDICATORS

I. Communication Codes (Speaking and Understanding Spoken English).

A. Listen effectively to spoken English.

1. Student follows directions with at least 75% accuracy.
2. Student does not continually request the same information.
3. Student carries out tasks with a high degree of proficiency.

B. Use words, pronunciation, and grammar appropriate for situation.

1. Student's language use is appropriate to the audience and situation.
2. Student uses pronunciation appropriate to the audience and situation.
3. Student uses grammar in an acceptable manner, according to the situation.
4. Student uses vocabulary which teachers and peers can readily understand.
5. Student uses language in an inoffensive manner which does not alienate teachers or peers.

C. Use nonverbal signs appropriate for the situation.

1. Student expresses feelings nonverbally.
2. Student expresses thoughts and feelings both verbally and nonverbally; both messages are consistent with each other.
3. Student uses appropriate eye contact when talking with the teacher or other students.
4. Student has facial expressions which enhance the verbal message when presenting a speech, report, or reading.

D. Use voice effectively.

1. Student realizes and uses his/her voice in a manner which is acceptable to the situation (i.e., does not "scream" answers or questions in the classroom).
2. Student uses adequate volume to be heard when asking a question or making a presentation.
3. Student uses variety in speaking (does not use same pitch, volume, or rate for every verbal response).

II. Oral Message Evaluation (Using standards of appraisal to make judgments about messages or their effects).

A. Identify the main ideas in messages.

1. Student identifies the task to be performed when given oral instructions.
2. Student identifies main ideas when taking lecture notes or listening to a broadcast.
3. Student identifies critical issues in factual and in opinionated messages.
4. Student identifies key points of messages.

B. Distinguish facts from opinions.

1. Student determines the assignment she/he is expected to complete.
2. Student tells the difference between assertions of opinion and statements of fact when questioned about the two in class.

3. Student notes that when a speaker says, "I think. . ." the statement is one's opinion.
4. Student recognizes that when a speaker says, "The Secretary of State, Alexander Haig, says that our intelligence reports a build-up of Soviet troops in Iran," the speaker is quoting someone who is using factual material.

C. Distinguish between informative and persuasive messages.

1. Student distinguishes between "fact" and "opinion" when discussing a movie review read in class.
2. Student determines propaganda techniques used in radio/television commercials.
3. Student compares his/her own standards and definitions of quality with objective standards, and explains the difference.

D. Recognize when another does not understand one's message.

1. Student recognizes when another does not understand a message and makes adjustments in the message (i.e., clarifies, refines, restates, adapts, changes, gives examples, makes analogies, summarizes).
2. Student assesses nonverbal feedback or messages of listeners and adjusts accordingly (speaks louder, restates, clarifies, etc.).
3. Student recognizes when someone is troubled by word choices or ideas stated in one's messages.
4. Student recognizes when someone does not understand a request.
5. Student recognizes when someone is unable to follow directions she/he has given.

III. Basic Speech Communication Skills (Selecting and Arranging Message Elements).

A. Express ideas clearly and concisely.

1. Student gives oral reports which provide adequate information for teacher and class.
2. Student explains how and where she/he obtained the information for an oral report or research/library assignment.
3. Student explains the gist of the assignment given the previous day.

B. Express and defend with evidence a point of view.

1. Student defends his/her choice of personal characteristics required of a leader/group member, etc., in a class activity, by presenting the reasons which led to those choices.
2. Student defends his/her choice of a book to be read as an out-of-class project by explaining how it meets the assignment.
3. Student explains and defends a request for additional time to work on an assignment/project, or whatever.

C. Organize (order) messages so that others can understand them.

1. Student uses a chronological (time) order when explaining the sequence of steps taken to complete an assignment.
2. Student explains the various topical areas covered in a lesson, such as history or English.
3. Student explains how the newspaper is laid out, according to the importance, usual location, and topic areas.

D. Ask questions to obtain information.

1. Student asks questions which will help him/her find additional sources for a project.
2. Student asks questions which will help him/her gain a clearer understanding of the grading criteria on an assignment.
3. Student asks questions in a simulated interview which require more than "yes" or "no" answers.

E. Answer questions effectively.

1. Student answers questions which require explanation and development with adequate information.
2. Student answers questions which require description with adequate information about behaviors and events she/he has observed.
3. Student answers the questions which are asked, providing all necessary information, whether the answer required is a simple "yes" or "no" or one which requires amplification.

F. Give concise and accurate directions.

1. Student fully and completely describes events.
2. Student provides complete, accurate directions from the school to some other well-known location in the community.
3. Student provides directions on an activity about which she/he knows in such a way that the class can follow the directions and complete that activity.

G. Summarize messages.

1. Student summarizes instructions for a project upon which he/she has been working.
2. Student summarizes the qualifications for a school office or responsibility in which many students are interested (what is involved in being a member of the student council, for example).
3. Student summarizes what has happened so far in the unit currently being studied.

IV. Human Relations (Building and Maintaining Personal Relationships and Resolving Conflict).

A. Describe another's viewpoint.

1. Student expresses feelings of characters in books, films, or television shows.
2. Student describes the viewpoint of another, with shom she/he is not in complete agreement.
3. Student explains the opinions of a movie reviewer who did not like a movie.

B. Describe differences in opinion.

1. Student describes the differences between his/her viewpoint and that of another.
2. Student explains how two characters differ about the necessary course of action in a novel.
3. Student explains the conflict of opinion in a television program which was recommended for out-of-class viewing.

C. Express feelings to others.

1. Student expresses feelings such as anger in a manner appropriate to the person(s) and situation.
2. Student tells others how she/he feels about an idea or event, and why those feelings exist.
3. Student appropriately expresses his/her feelings of approval/disapproval about group behavior.

D. Perform social rituals.

1. Student requests appointments with teachers, counselors, and others.
2. Student effectively initiates and concludes interviews and phone calls.
3. Student presents ideas in meetings and informal gatherings.

TARGET:COMMUNICATION SKILLS STUDENT ASSESSMENT RECORD

Check One:
Pre-Assessment ☐
Post-Assessment ☐
Ongoing Assessment ☐

Focus-Taught Skills, Junior High

School

Teacher

Date

Student Name

	I. Communication Codes A. Listen effectively to spoken English.	B. Use words, pronunciation, and grammar appropriate for situation.	C. Use nonverbal signs appropriate for situation.	D. Use voice effectively.	II. Oral Message Evaluation A. Identify main ideas in messages.	B. Distinguish facts from opinions.	C. Distinguish between informative and persuasive messages.	D. Recognize when another does not understand one s message.	III. Basic Speech Communication Skills A. Express ideas clearly and concisely.	B. Express and defend with evidence a point of view.	C. Organize messages so that others can understand them.	D. Ask questions to obtain information.	E. Answer questions effectively.	F. Give concise and accurate directions.	G. Summarize messages.	IV. Human Relations A. Describe another s viewpoint.	B. Describe differences in opinion.	C. Express feelings to others.	D. Perform social rituals.
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Key:

ONGOING ASSESSMENT
Very Good: ✕
Satisfactory: /
Needs Improvement:(no mark)

PRE- and POST-ASSESSMENT
Very Good: ✕
Satisfactory: ✓
Needs Improvement: —

ACHIEVEMENT INDICATORS

I. Communication Codes (Speaking and Understanding Spoken English).

A. Listen effectively to spoken English.

1. Student follows directions with at least 75% accuracy.
2. Student does not continually request the same information.
3. Student carries out tasks with a high degree of proficiency.

B. Use words, pronunciation, and grammar appropriate for situation.

1. Student's language use is vocabulary appropriate to the audience and situation.
2. Student uses pronunciation appropriate to the audience and situation.
3. Student uses grammar in an acceptable manner, according to the situation.
4. Student uses vocabulary which teachers and peers can readily understand.
5. Student uses language in an inoffensive manner which does not alienate teacher or peers.

C. Use nonverbal signs appropriate for the situation.

1. Student expresses feelings nonverbally.
2. Student expresses thoughts and feelings both verbally and nonverbally; both messages are consistent with each other.
3. Student uses appropriate eye contact when talking with the teacher or other students.
4. Student has facial expressions which enhance the verbal message when presenting a speech, report, or reading.

D. Use voice effectively.

1. Student realizes and uses his/her voice in a manner which is acceptable to the situation (i.e., does not "scream" answers or questions in the classroom).
2. Student uses adequate volume to be heard when asking a question or making a presentation.
3. Student uses variety in speaking (does not use same pitch, volume or rate for every verbal response).

II. Oral Message Evaluation (using standards of appraisal to make judgments about messages or their effects).

A. Identify the main ideas in messages.

1. Student identifies the task to be performed when given oral instructions.
2. Student identifies main ideas when taking lecture notes or listening to a broadcast.
3. Student identifies critical issues in factual and in opinionated messages.
4. Student identifies key points of messages.

B. Distinguish facts from opinions.

1. Student determines the assignment she/he is expected to complete.
2. Student tells the difference between assertions of opinion and statements of fact when questioned about the two in class.
3. Student notes that when a speaker says, "I think. . ." the statement is one's opinion.
4. Student recognizes that when a speaker says, "The Secretary of State, Alexander Haig, says that our intelligence reports a build-up of Soviet troops in Iran," the speaker is quoting someone who is using factual material.

C. Distinguish between informative and persuasive messages.

1. Student distinguishes between information and propaganda in commercials or political announcements.
2. Student explains the effects of various techniques used to influence listeners (music, loaded words, voice, etc.).
3. Student states the difference between content and effect of another's message.
4. Student compares his/her own standards and definitions of quality with objective standards, and explains the difference.

D. Recognize when another does not understand one's message.

1. Student recognizes when another does not understand a message and makes adjustments in the message (i.e., clarifies, refines, restates, adapts, changes, gives examples, makes analogies, summarizes).
2. Student assesses nonverbal feedback or messages of listeners and adjusts accordingly (speaks louder, restates, clarifies, etc.).
3. Student recognizes when someone is troubled by word choices or ideas stated in one's messages.
4. Student recognizes when someone does not understand a request.
5. Student recognizes when someone is unable to follow directions she/he has given.

III. Basic Speech Communication Skills (Selecting and Arranging Message Elements).

A. Express ideas clearly and concisely.

1. Student fully and completely describes observed behaviors and events without providing too much detail.
2. Student describes/explains his/her values to others.
3. Student explains the author's manner of presenting ideas in a text or novel.

B. Express and defend with evidence a point of view.

1. Student provides adequate reasons for his/her interpretation of an author's intended message.
2. Student presents another's viewpoint and provides sufficient explanation as to how and why she/he agrees/disagrees with that view.
3. Student defends his/her reasons for needing to go to the media center to obtain additional information for an assignment.

C. Organize (order) messages so that others can understand them.

1. Student carefully and completely explains information to others in such a way that they understand what she/he was getting at when presenting it.
2. Student carefully explains what she/he observed as other members of the class were involved in group projects or problem-solving simulations.
3. Student utilizes various organizational techniques for presenting information for an assignment/oral report.

D. Ask questions effectively.

1. Student asks questions which allow him/her to gain additional information about the development of an idea.
2. Student knows when and how to ask questions which require more than "yes" or "no" answers.
3. Student asks questions which obtain suggestions for his/her classroom improvement.

E. Answer questions effectively.

1. Student answers questions which require explanation and development with adequate information.
2. Student answers questions which require description with adequate information about behaviors and events observed.
3. Student answers questions with all necessary information; this implies that the student is able to differentiate between questions requiring "yes" or "no" answers and those requiring elaboration.

F. Give concise and accurate directions.

1. Student explains an experiment or procedure to others.
2. Student fully describes a game or activity to others so that they can play the game or carry out the activity.
3. Student explains the steps involved in computing a math/science problem to the rest of the class.

G. Summarize messages.

1. Student summarizes a movie viewed in class.
2. Student summarizes a short story or poem so that she/he explains the content in a few sentences.
3. Student summarizes a meeting which she/he attended.

IV. Human Relations (Building and Maintaining Personal Relationships and Resolving Conflict).

A. Describe another's viewpoint.

1. Student describes how another person felt as a member of a group discussion.
2. Student describes the various views concerning a controversial subject.
3. After interviewing another person, the student explains that person's values.

B. Describe differences in opinion.

1. Student describes the differences in opinions of two movie reviewers who seem to contradict each other.
2. When studying history or specific novels, or plays, student describes the opposing views of major characters.
3. Student describes the points over which she/he and a partner disagree about a problem to be solved.

C. Express feelings to others.

1. Students describe the feelings of a character in a story, novel, or play and explain whether or not they have had similar feelings and why.
2. Students express how they feel when they receive compliments or put-downs and why they feel as they do.
3. Students express what kinds of things make them feel angry, sad, happy, frustrated, etc., and why.

D. Perform social rituals.

1. Students yield to others who also wish to become involved in a discussion (turn-taking).
2. Students introduce people to each other.
3. Students demonstrate the appropriate social amenities in various classroom situations.

TARGET: COMMUNICATION SKILLS STUDENT ASSESSMENT RECORD

Focus-Taught Skills, Senior High

Check One;
Pre-Assessment ☐
Post-Assessment ☐
Ongoing Assessment ☐

School _____

Teacher _____

Date _____

Student Name _____

	I. Communication Codes	A. Listen effectively to spoken English.	B. Use words, pronunciation, and grammar appropriate for situation.	C. Use nonverbal signs appropriate for situation.	D. Use voice effectively.	II. Oral Message Evaluation	A. Identify main ideas in messages.	B. Distinguish facts from opinions.	C. Distinguish between informative and persuasive messages.	D. Recognize when another does not understand one s message.	III. Basic Speech Communication Skills	A. Express ideas clearly and concisely.	B. Express and defend with evidence a point of view.	C. Organize messages so that others can understand them.	D. Ask questions to obtain information.	E. Answer questions effectively.	F. Give concise and accurate directions.	G. Summarize messages.	IV. Human Relations	A. Describe another s viewpoint.	B. Describe differences in opinion.	C. Express feelings to others.	D. Perform social rituals.
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Key: ONGOING ASSESSMENT
Very Good: X
Satisfactory: /
Needs Improvement: (no mark)

PRE- AND POST-ASSESSMENT
Very Good: X
Satisfactory: ✓
Needs Improvement: —

Summary

Because the pilot is currently underway, no definitive, concluding statements can be made about the TARGET: COMMUNICATION SKILLS PROGRAM. The following observations, however, can be made.

1. The first six inservice workshops for pilot teachers can be termed as highly successful. Feedback has included kudos for the program and for the workshops themselves.

2. Facultymembers who have heard about the program have asked for inservice workshops on communication skills for their entire teaching staff (teachers, aides, and principals). Those have been highly successful.

3. Comments range from "This was really interesting, worthwhile, practical, and even fun!" to, "These techniques will not only help my students, but they provide a whole new, truly exciting approach for my teaching! This is what I needed to liven up my teaching."

4. Students appear to be enjoying their classes more. Students whose teachers are in the pilot are finding that they have more chance to be involved in discussions in the classroom.

5. Consultants in reading, speech and hearing, and English language arts as well as other areas (notably, Home Ec., Cooperative Classroom, Foreign Language,and others) are excited about what the program can do for the students in the district and other programs as well.

6. Ideas are shared on a monthly basis. This will facilitate the writing of the implementation guide.

7. Lincoln is the only school district in Nebraska to implement such a program, and is certainly only one of a very few which implemented the program without state or federal pressure to do so. The work for this program was begun in 1977--two years before the Elementary-Secondary Education Act of 1965, revised, 1979, was enacted.

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